

Movies as Representative of the Natural Approach and their Effect on EFL Students' Speaking Performance

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Abstract:

This study investigated the effect of using movies (as representative of the Natural Approach) on male and female Palestinian students' speaking performance. The study followed the mixed approach, where two instruments (quantitative and qualitative) were used to collect the research data: a pre- and post-speaking test and the researcher's observation. The participants were seventh graders assigned randomly into a control group (48 male and female) and an experimental group (38 male and female). The experimental group was taught using movies as an instructional technique, while the control group was taught conventionally (through presentations). The study was implemented in eight weeks. The study's findings demonstrated statistically significant differences between students' speaking performance based on the speaking test scores in favor of the experimental group. This resulted in using movies as a teaching technique, particularly in vocabulary, fluency, pronunciation, and spoken grammar sub-skills. It was also revealed that no significant differences in students' speaking performance between males and females can be attributed to the teaching technique. Accordingly, some recommendations were suggested.

Keywords: Movies, Speaking performance, Natural Approach.

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الأفلام بوصفها ممثلاً للمنهج الطبيعي وتأثيرها في الأداء الشفوي لدى الطلبة متعلمي اللغة الإنجليزية كلغة أجنبية

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ملخص:

هدفت هذه الدراسة إلى تقصي أثر الأفلام (ممثلة للمنهج الطبيعي) على الأداء الشفوي لدى الطلبة الفلسطينيين متعلمي اللغة الإنجليزية لغة أجنبية. اتبعت الدراسة المنهج المختلط إذ تم استخدام أداتين (كمي ونوعي) لجمع البيانات البحثية اختبار شفوي قبلي وبعدي مع ملاحظة الباحث. كان المشاركون من طلبة الصف السابع، وتم تقسيمهم عشوائياً إلى مجموعة ضابطة (48 ذكور وإناث) ومجموعة تجريبية (38 ذكور وإناث). تم تدريس المجموعة التجريبية باستخدام الأفلام كأسلوب تعليمي، بينما تم تدريس المجموعة الضابطة بالشكل المعتاد (عروض). تم تنفيذ الدراسة في ثمانية أسابيع، وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية في الأداء الشفوي للطلبة لصالح المجموعة التجريبية، والتي نتجت عن استخدام الأفلام كأسلوب تعليمي، وخاصة في المفردات، الطلاقة، مهارات النطق، والقواعد المنطوقة. كما تم الكشف عن عدم وجود فروق ذات دلالة إحصائية في الأداء الشفوي لدى الطلاب بين الذكور والإناث تعزى إلى أسلوب التدريس. وبناءً على ذلك، تم اقتراح بعض التوصيات.

الكلمات المفتاحية: الأفلام، الأداء الشفوي، المنهج الطبيعي

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Introduction

English, as an official language of many countries worldwide, is internationally acknowledged as a lingua franca taught in most countries worldwide. It is also the language of science, technology, politics, economics and education. Thus, in countries that teach English as a foreign language, English instruction has become a core of educational programs and curricula in all institutions and at different levels. Although teaching English starts early in some countries, some defects in English language instruction still exist, resulting in non-proficient language learners in all skills, mainly Speaking.

As Thornbury (2005) stated, speaking indicates an oral use of language to convey a message or describe thoughts and feelings by articulating words. It was also defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Thus, developing speaking is a critical factor in building language proficiency, which learners of English are required to develop, especially since they are usually evaluated based on the improvement they achieve in their spoken performance (Leong & Ahmadi, 2017). Speaking has been specified as a productive, complex skill where different variables, such as grammar, pragmatics, semantics, and phonology, are interrelated in forming and exchanging meaningful messages. Thus, speaking is not only a matter of oral production; according to Brown (2001), it is a construction of communication by producing utterances and processing information. In other words, the complexity of this skill requires acknowledging and developing all such categories to catalyze learners' speaking performance.

Speaking performance is a collection of sub-skills that include grammar, pragmatics, semantics and phonology. As it was confirmed by Chaney and Burk (1998), speaking performance comprises a "process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (p:13). Accordingly, developing speaking performance is a long process that requires genuine efforts, which should address different sub-skills that shape the oral proficiency (Omaggio, 2001; Alam & Ashrafuzzaman, 2014). Besides, multiple factors affecting speaking performance development can be listed and divided into internal and external factors. Quyen, Nga, and Nguyen (2018) declared that the internal factors are cognitive and affective variables, such as motivation, anxiety, intelligence and risk-taking. In contrast, the external variables can be

classified into environmental and curricular variables. In a sense, it can be concluded that different speaking competencies must be included and considered during speaking instruction. McKay (2003), for example, recommended that teaching speaking skills should not only focus on grammar and vocabulary out of context. Instead, learners need to be exposed to a contextualized language by highlighting linguistic (grammar, pronunciation, vocabulary) and sociolinguistic competencies. Therefore, devising appropriate trends and approaches for teaching oral skills has been one of the concerns of linguists and theorists throughout history.

One of the influential approaches that has inspired the field of foreign language instruction, mainly speaking and writing, is the *Natural Approach* by Krashen and Terrell (1983). This initiative has incorporated Krashen's hypotheses of the *Second Language Acquisition Theory* (1982) with Terrell's practices and implementations in teaching the Spanish language. As a result, some principles and classroom practices have been presented as the *Natural Approach*. For example, some practices have been drawn based on naturalistic principles, which indicate less emphasis on the accuracy of the produced language and providing sufficient exposure to the foreign language, parallel with addressing the learners' emotional state. In this approach, providing a comprehensible input of a language has been emphasized to have more engaged and less frustrated learners.

Furthermore, using appropriate teaching materials, such as pictures, maps, brochures, and other audio-visual aids, has been highly recommended in language instruction as this was described as using "acquisition activities" and materials (Krashen & Terrell, 1983). Using audio-visual aids was one such technique that has been suggested as an effective method of speaking instruction, according to Dahiya (2018). Additionally, audio-visual aids are considered rich resources of real-life materials since they expose learners to authentic language. One of the significant audio-visual techniques supported by the *Natural Approach* that can be utilized in speaking instruction is the use of movies.

Multiple benefits can be achieved through using movies as audio-visual aids in teaching and learning English. Xhemaili (2013), for instance, presented movies as audio-visual aids that can be a rich provision of a natural and authentic language, which represents real-life situations. According to Ismaili (2013), using movies in classrooms lets learners personalize the elements of the watched movies by visualizing the events, the characters of the story and the words in context. Moreover, movies are

considered aids that promote motivation and entertainment and can lower anxiety and stress accordingly. Additionally, movies can positively affect students' attitudes towards learning English as a foreign language regardless of gender. However, Wühr and Schwarz (2016) confirmed that learners of English tend to perceive movies differently based on their gender and age regarding their preferences and recalling the events. It was also confirmed that female learners prefer movies that differ from males. For example, female students demonstrated higher preferences than males for happy-mood films. In contrast, males showed more preference for action films than females, according to Banerjee, Greene, Krcmar, Bagdasarov, and Ruginyte (2008). Accordingly, these gender differences should be addressed in speaking instruction at all educational levels, particularly in schools and universities.

Statement of the Problem

Palestinian schools and universities pay much attention to teaching the English language, particularly communicative skills, to compete in internationalism. The researcher's observation can experience this while teaching English in different schools and is currently working as an instructor of English at Birzeit University (BZU), Ramallah, Palestine. Regardless of the emphasis on teaching speaking based on the researcher's experience, many undergraduate students finish their English courses without being courageous enough to utter a few fluent sentences in English, a defect they have carried with them from school. In other words, having non-proficient English language speakers who joined Birzeit University after spending twelve years in schools learning English represents the primary concern of this investigation. Thus, examining an effective technique (movies) that may develop students' speaking performance in schools first and be reflected later on university students based on the Natural Approach was the core of this study. Thus, based on the Natural Approach, this study examined the effect of using English movies in language instruction on male and female students' speaking performance.

Research Question

The question that guided this study was as follows:

1. Are there any statistically significant differences at ($\alpha = 0.05$) in students' speaking performance, which can be attributed to the teaching technique (using movies versus the conventional method) and gender?

Significance of the Study

Even though the significance of teaching speaking skills has been

confirmed widely, most teachers' and instructors' attention is being given to teaching and assessing grammar and vocabulary at schools and colleges (Leong & Ahmadi, 2017). Therefore, based on the researcher's experience and search, the current study can be an innovative research effort conducted in Palestine, an Arab country. Besides, using movies in speaking instruction and its effect on students' speaking performance, taking into account any possible gender differences, was not widely discussed and researched in teaching English as a foreign language to the best knowledge of the researcher.

Moreover, The current study represented a systemic search that can be adopted in different schools later by policymakers and EFL teachers since it suggested a road map for EFL teachers to support students' efforts towards improving their English-speaking performance using a handy teaching technique (movies). This may be reflected later on in their general achievement and English language competency. Although different studies have investigated the effect of using movies in teaching, these studies have mainly targeted the effect on listening skills, vocabulary, and pronunciation. Thus, based on the researcher's experience and search, very few studies have investigated the effect of using movies on students' oral proficiency with its sub-skills: vocabulary, fluency, pronunciation, spoken grammar, and content and relevance. In addition, this study was distinguished by considering the affective factors, the gender differences and the principles of the *Natural Approach*.

Theoretical Framework and Literature Review

Speaking was defined as an oral communication use of language, conveying a message or describing thoughts and feelings by articulating words, according to Brown (2001), as it was also regarded as a fundamental skill to sustain communication. Moreover, speaking competencies were displayed way more than teaching grammar and vocabulary in isolation by MacKay (2003). Instead, it was stated that this productive skill includes specific linguistic competencies, such as pronunciation, grammar, vocabulary and sociolinguistic aspects. Additionally, it was asserted (Mazouzi, 2013; Thornbury, 2005; Brown, 2001) that the two main competencies of speaking that teachers should address are fluency and accuracy. Fluency was defined as the ability to express oneself confidently with extending speech for some time in a reasonable and intelligible manner and without much hesitation. Accuracy, conversely, was specified as a competency comprising grammatical structures, vocabulary and pronunciation. It was also stated that fluent language cannot convey

messages without accuracy, so both fluency and accuracy should be addressed. Additionally, with the development of technology, it was suggested (Ismaili, 2013; Koran, 2015) that EFL teachers who usually use different technological aids in teaching a foreign language can have more engaged students. Besides, it was revealed that using audio and audio-visual aids, such as songs, podcasts and films, can expose students to authentic language, which can lead to more interested learners in language learning and can trigger both learning and acquisition in speaking instruction.

The Natural Approach to Language Learning

As it was stated earlier, the *Natural Approach* has been devised based on Krashen's hypotheses of *Second Language Acquisition Theory* (1982), *The Acquisition-learning Hypothesis*, *the Monitor Hypothesis*, *the Input Hypothesis*, *the Natural Order Hypothesis* and the *Affective Filter Hypothesis*, incorporating them with Terrell's practices in teaching Spanish a foreign language. As a result, some principles and classroom practices have been presented in an organized approach (the Natural Approach) that targets the development of the communicative abilities of foreign language learners. It was also declared that this approach was "designed to develop basic communication skills, both oral and written" (Krashen & Terrell, 1983, p: 67). Based on the implementations, it was suggested that this approach could mainly target beginner language learners so that they can be moved into a higher level of language competency. Through intensive exposure to the natural language, learners should not be requested to understand the meaning of each single word. Instead, they need to focus on understanding the message as a whole. In light of the *Natural Approach* principles, using movies in English can be supported by Krashen and Terrell (1983) as an audio-visual technique, which can improve learners' communicative skills, mainly speaking performance.

Using Movies in Speaking Instruction

Using movies in speaking instruction was justified in literature as audio-visual aids that can be used in classrooms due to their benefits in developing students' speaking performance. It was confirmed (Xhemaili, 2013; Nath, Mohamad & Yamat, 2017) that watching movies, which native speakers of the target language produce, can expose learners to a real-life language in actual situations. In a sense, movies are regarded as a main source of authenticity and culture. Using movies in teaching was recommended to attract learners' attention and positively affect their motivation. It was also stated that using movies in teaching can provoke

students' self-interest in the foreign language by providing background knowledge of the target language. According to Thammineni (2016), watching English movies can improve speaking performance, especially fluency, since watching native speakers use their language in real-life situations can be beneficial and a catalyst to the speaking sub-skills. However, this use should not be random; instead, it should be based on specific standards and criteria.

Empirical Studies

The following section displays empirical research studies on using English movies in foreign language instruction on students' speaking performance.

Aufa (2017) investigated the effect of watching movies on improving students' pronunciation and attitudes. The participants were twenty-six (26) students from Indonesia. The instruments used in this investigation were a pre-and post-test that measured students' pronunciation ability and a questionnaire administered after the experiment. The results displayed a significant improvement in students' pronunciation. As for the students' responses to the questionnaire, it was revealed that students confirmed that watching movies can improve pronunciation.

Madiyoh and Purto (2018) examined the effectiveness of short English movies in improving students' speaking ability. The researchers followed a quasi-experimental investigation, where sixty-two (62) students from an Indonesian high school participated in this study. The participants were divided into two groups: thirty-three (33) students were in the experimental group, and twenty-nine (29) students were in the control group. Data were obtained using a pre-and post-test (oral presentations). The findings proved a significant improvement in the oral performance of the experimental group compared with students in the control group.

Bellalem, Neddar, Bouagada, and Djelloul (2019) investigated the effect of subtitled movies on English vocabulary acquisition. Twenty-seven (27) undergraduate university students at the University of Mostaganem in Algeria participated in this quasi-experimental study. The participants were divided randomly into control and experimental groups. In the experimental group, students were exposed to movies with subtitles; in the control group, students were asked to watch movies without subtitles. A post-vocabulary test was used with the two groups and analyzed quantitatively. The results indicated that students in the experimental group outperformed those in the control group. Thus, the researchers concluded that vocabulary acquisition is highly enhanced through watching movies with subtitles.

Sixty (60) eleventh (11th) graders at a senior high school from Purwokerto, Indonesia, participated in a quantitative investigation by Pamula (2020) to examine the effect of watching movies on students' speaking ability. The participants were divided into two groups: control and experimental. The treatment used with the experimental group was watching movies. Data was collected using a pre-and post-speaking test in addition to the observation. The results revealed an improvement in the speaking ability of students in the experimental group compared to the control group. Besides, it was concluded that the natural speed of speech in movies, idioms, expressions, and spoken grammar were regarded as critical factors in developing learners' listening and speaking abilities.

Concluding Remarks

In light of the reviewed literature and empirical studies, it can be stated that the current study, which investigated the effect of watching movies on students' speaking performance, was distinguished for multiple reasons. Based on the researcher's search, most of the reviewed studies have investigated the effect of watching movies on listening skills, vocabulary, and pronunciation. However, few studies have researched the effect of watching movies on speaking skills as a general competency with its sub-categories. The previous studies were mainly descriptive studies that surveyed the participants' attitudes and perceptions about watching movies, whereas the current study has a mixed approach. It also followed a quasi-experimental design, where data collection was conducted through two main instruments: oral test and open observation. Gender differences were also examined, which was rarely investigated before when watching movies. Finally, most participants in the previous studies were mainly college students. However, the current study targeted school students, taking into account the premise of the *Natural Approach*.

The Methodology

Design

The current study applied a mixed-method (quantitative and qualitative) approach. In the quantitative part, a quasi-experimental design was adopted (i.e., pretest-posttest design for two non-equivalent groups). Watching movies was applied as the treatment with the experimental group (male and female) based on the criteria and procedures listed in an organized instructional manual. Additionally, the qualitative part was represented by the researcher's observation by documenting her reflections during the implementation.

Context and Participants of the Study

Arabian Modern Learning Academy School- Surda, Ramallah, Palestine, was targeted based on convenience sampling. Four sections from Grade Seven (two male and two female) were selected purposefully in the first semester of the academic year 2021/2022 to participate in this study. As for the experimental group, it consisted of thirty-eight (38) students (19 female and 19 male). On the other hand, the control group consisted of forty-eight (48) students (25 female and 23 male). The treatment with the experimental group was using English movies to teach speaking skills once a week in eight (8) classes or sessions. In contrast, the control group was taught speaking by doing presentations once a week as usual. The movies used in the current study were four episodes from *Comedy Movies with subtitles*.

Data Collection

Data was collected using two measurements: a pre- and post-speaking test and open observation. The pre-post speaking test was used with the control and experimental groups. The researcher and another external assessor measured all participants' speaking performance in a one-to-one speaking test. Students were evaluated based on a rubric adapted from the annual primary and middle school examinations by SPECIMEN (2020). After that, the post-speaking test scores were statistically compared to identify any differences related to the teaching technique, gender, and the interaction between teaching technique and gender. Besides, as a participant observer, the researcher documented her reflections throughout the experiment in light of the Natural Approach and the research's main question.

Instruments

Pre-post- Speaking Test

This oral test aimed at measuring the speaking performance of students in terms of five main sub-skills: fluency and interaction, vocabulary and expressions, spoken grammar, content and relevance, as well as pronunciation, stress, and intonation. The pre-post speaking test and rubric were adapted from the annual primary and middle school examinations by SPECIMEN (2020). As for the rubric used in assessing students' speaking performance. It consisted of five (5) main domains: fluency and interaction; vocabulary; spoken grammar, content and relevance; pronunciation and intonation.

Observation

As the researcher was a participant observer in this study, open observation was the second instrument performed throughout the experiment to answer the research's main question related to the effect of using movies on male and female students' speaking performance. As the researcher conducted the treatment, the researcher's reflective journals were documented during the experiment.

Validity and reliability of the instruments

Pre-post speaking test

The pre-post speaking test was validated by confirming the content and face validity, which was achieved through validating this test and the rubric of evaluation by a jury of English language experts. The referrers made some suggestions, and some modifications were made accordingly. As for the reliability of the speaking test, inter-rater reliability was achieved by involving more than one rater in conducting the pre-posttest. Thus, the inter-rater reliability was achieved by making the final judgment about each student's performance by considering the average of the grades by the researcher and another assessor. In addition, the test-retest reliability of the speaking test was confirmed by being conducted with a pilot group twice, with two weeks between the two times to guarantee its consistency. Thus, the inter-rater reliability and test-retest reliability coefficients were higher than the threshold value (.70) (Cronbach, 1951), as such, the speaking test is considered reliable.

Data Analysis

In terms of data analysis, the Statistical Package for the Social Sciences Program (SPSS version 23) was used to answer the research questions, as follows:

1. A Two-Way Multivariate Analysis of Covariance (Two-way MANCOVA) was conducted to study the effect of the teaching technique (using movies), gender, and the interaction between the teaching technique and gender on students' speaking performance.
2. The researcher's reflections and notes during the implementations were also displayed regarding the effect of using movies on male and female students' speaking performance in the light of the principles of the *Natural Approach*. The latent content of the researcher's reflections was qualitatively analyzed through analyzing the underlined meaning some in the eight (8) reflections, then extracting merged categories, themes

and conclusions (Krippendorff, 2018). The results were displayed in the researcher’s final reflection.

Procedures

To achieve the goal of this study, four sections from grade seven were selected in the first semester of the academic year 2021/2022 to be the participants in this study. The sections were divided randomly into two (2) groups: experimental (male and female) and control (male and female) by using simple random sampling. The pre-speaking test was conducted with all students in both groups before the experiment to set the equivalence of their speaking performance. The instructional manual for teaching speaking through English movies was implemented with the experimental group. The post-speaking test was conducted with the two (2) groups to measure any differences between the experimental and control groups. Through the experiment, the researcher documented her reflections after each speaking class with movies.

Findings of the Study

To test the equivalence of the two groups of the study before the experiment, a t-test was conducted to investigate any differences between the two groups in the five speaking sub-skills and the overall sub-skills scores. Table 1 illustrates the results.

Table 1: Results of T-test to Test the Equivalence of Experimental and Control Groups in the Speaking Sub-skills and Total Score of Pre-test Scores

Sub-skill	Group	Mean	Std. Deviation	t-value	df	Sig. (2-tailed)
Fluency	Experimental	2.26	.76	-.05	84	.96
	Control	2.27	.71			
Vocabulary	Experimental	2.47	.80	-.57	84	.57
	Control	2.56	.65			
Spoken Grammar	Experimental	2.63	.88	-.08	84	.94
	Control	2.65	.73			
Content and relevance	Experimental	2.74	.79	-.06	84	.94
	Control	2.75	.81			
Pronunciation	Experimental	2.21	.91	-1.51	84	.14
	Control	2.46	.62			
Overall (Total)	Experimental	12.32	3.39	-.54	84	.59
	Control	12.69	2.96			

Table 1 shows that the differences between the performance of the two groups in the five speaking sub-skills and the overall skill in the pre-test were non-significant. As such, it can be concluded that the two groups were equivalent before the treatment.

Table 2 illustrates the means and standard deviations of male and female students' performance across the two groups (males and females) in the five speaking sub-skills and the overall speaking performance in the pre-post speaking test.

Table 2: Means and Standard Deviations of Student's Speaking Performance for the Pre-test and Post-test per the Teaching Technique and Gender

Speaking Sub-Skills (Performance)	Gender	Group	Pre- test		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Fluency and Interaction	Male	Experimental	1.95	.85	2.79	.54
		Control	2.04	.73	2.20	.76
	Female	Experimental	2.58	.51	3.11	.57
		Control	2.52	.59	2.70	.63
Vocabulary	Male	Experimental	2.21	.85	3.58	.51
		Control	2.40	.58	2.52	.59
	Female	Experimental	2.74	.65	3.63	.60
		Control	2.74	.69	2.87	.69
Spoken Grammar	Male	Experimental	2.42	.90	2.95	.62
		Control	2.48	.77	2.44	.77
	Female	Experimental	2.84	.83	3.16	.50
		Control	2.83	.65	2.74	.54
Content and relevance	Male	Experimental	2.58	.69	2.74	.56
		Control	2.64	.86	2.64	.86
	Female	Experimental	2.89	.88	3.00	.75
		Control	2.87	.76	2.83	.72
Pronunciation, intonation and stress	Male	Experimental	1.84	.83	3.00	.47
		Control	2.24	.66	2.24	.66
	Female	Experimental	2.58	.84	3.21	.71
		Control	2.70	.47	2.74	.45
Total	Male	Experimental	11.00	3.11	14.95	1.51
		Control	11.80	3.00	12.08	3.16
	Female	Experimental	13.63	3.20	16.05	2.04
		Control	13.65	2.64	13.70	2.27

* The maximum score for each speaking sub-skills is 4 and 20 for the total scores

Based on Table 2, it can be stated that there are observed differences among male and female students' performance across the two groups. Females in the experimental group outperformed the other three groups (males in the experimental group, males in the control group, and females in the control group), whereas males in the experimental group outperformed males and females in the control group in the five speaking sub-skills and in the overall speaking sub-skills.

To answer the research question and to assess the significant effect of

the teaching technique (using movies), gender and the interaction between the teaching technique after the experiment on the linear combination of the five speaking sub-skills after controlling the effects of pre-test performance, a two-way Multivariate Analysis of Covariance (Two-way MANCOVA) using multivariate test (Hotelling's Trace test) was conducted. Table 3 illustrates MANCOVA results.

Table 3: The Effect of the Teaching Technique, Gender, and the Interaction between them on the Linear Combination of the Five Sub-skills

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Teaching Technique	1.55	22.58	5.00	73.00	.00	.61
Gender	.04	.53	5.00	73.00	.75	.04
Technique*Gender	.11	1.56	5.00	73.00	.18	.10

Table 3 shows that the main effect of the teaching technique (using movies) was significant, with large effect size, Hotelling's Trace test = 1.547, $F(5, 78) = 22.581$, $p < .001$, multivariate *eta square* = .607. On the other hand, the main effect of gender and the interaction between gender and the teaching technique were non-significant, as the effect of the teaching technique on the combination of the five speaking sub-skills was measured in Follow-up Univariate ANCOVAs. Details of Follow-up Univariate ANCOVAs are discussed below.

In order to investigate the detailed differences over the speaking sub-skills in both groups; Univariate Analysis (ANCOVAs) was conducted. Table 3 illustrates summary results of Follow-up Univariate ANCOVAs.

Table 4: Results of Follow-up Two-way ANCOVAs for the Effect of the Teaching Technique, Gender, and the Interaction between the Teaching Technique and Gender on Student's Speaking Performance and on the Five Sub-skills after Controlling the Effect of Pre-Test Scores.

Source	Speaking Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Teaching Technique	Fluency and Interaction	4.68	1	4.68	18.93	.00	.20
	Vocabulary	17.90	1	17.90	70.16	.00	.48
	Spoken Grammar	3.92	1	3.92	15.14	.00	.16
	Content and relevance	.43	1	.43	2.29	.13	.03
	Pronunciation	10.91	1	10.91	54.23	.00	.41
Gender	Fluency and Interaction	.22	1	.22	.90	.35	.01
	Vocabulary	.00	1	.00	.01	.95	.00
	Spoken Grammar	.34	1	.34	1.30	.26	.02

Source	Speaking Sub-skills	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
	Content and relevance	.20	1	.20	1.09	.30	.01
	Pronunciation	.14	1	.14	.67	.42	.01
Teaching Technique *gender	Fluency and Interaction	.33	1	.33	1.33	.25	.02
	Vocabulary	.75	1	.75	2.92	.09	.04
	Spoken Grammar	.04	1	.04	.14	.71	.00
	Content and relevance	.01	1	.01	.03	.86	.00
	Pronunciation	.92	1	.92	4.57	.04	.06
Error	Fluency and Interaction	19.04	77	.25			
	Vocabulary	19.65	77	.26			
	Spoken Grammar	19.93	77	.26			
	Content and relevance	14.41	77	.19			
	Pronunciation	15.49	77	.20			
Total	Fluency and Interaction	653.00	86				
	Vocabulary	872.00	86				
	Spoken Grammar	708.00	86				
	Content and relevance	716.00	86				
	Pronunciation	693.00	86				

Table 4 shows that students in the experimental and control groups statistically and significantly differ in fluency and interaction; vocabulary; spoken grammar and pronunciation sub-skills. Thus, it can be concluded that using movies in speaking instruction enhanced students' performance in such sub-skills in favor of the experimental group. In contrast, it is indicated that the difference between the two groups in content and relevance sub-skill was non-significant. The partial eta squared values of fluency and interaction, vocabulary, spoken grammar, and pronunciation were .197, .477, .164, and .413. This means that the teaching technique (using movies) explained 19.7%, 47.7%, 16.4%, and 41.3% of the variance in fluency and interaction, vocabulary, spoken grammar, and pronunciation, respectively.

On the other hand, the differences between males' and females' speaking performance in the five speaking sub-skills were non-significant. Additionally, it is displayed that the interaction between the teaching technique and gender in the five speaking sub-skills of the speaking performance were also non-significant. In other words, it can be concluded

that there were non-significant differences among male and female students' speaking performance across the two groups in the five speaking sub-skills in the post-test as measured through the speaking test.

Discussion, Conclusion and Recommendations

In the research question, the effect of using movies in classes of English on male and female students' speaking performance, between the mean scores of students in the experimental and control groups, was examined. As it was displayed in the results, it was indicated that there were significant differences between the speaking performance of the two groups, in favor of the experimental, which can be attributed to the teaching technique. Additionally, it was statistically revealed that the differences between the experimental and control groups were significant in terms of fluency and interaction; vocabulary; spoken grammar and pronunciation sub-skills. Conversely, it was shown that the difference between the two groups in content and relevance sub-skill was non-significant. Thus, it can be concluded that the instructional technique used in the current study (using movies) positively impacted students' speaking performance. Based on the improvement that has occurred on students' speaking overall performance and in the sub-skills due to using movies, some justifications can be suggested in interpreting these results.

At first, these results can be attributed to using English movies in speaking instruction where students were submerged with authentic spoken language produced by English native speakers on a form of real stories, conversations and dialogues that might have seemed appealing, comic and meaningful to them. Moreover, using movies as a teaching technique may have triggered both students' learning and acquisition together, which goes in vein with the principles of the *Natural Approach*. Another potential justification of the previous results is that during the implementation, students were guided by using an organized and systematic instructional manual, which can be a key reason that may justify such results. For example, students were being prepared to watching the movie in a pre-watching phase, where they were being asked questions and prepared to the words and expressions that they will confront in the movie. After that, students were being given the opportunity to watch the movie in the while-watching stage, then a discussion was being held, where they were sharing their reflections in the post-watching stage, which may interpret these results.

The improvement on students' speaking performance can also be attributed to the criteria that were used in selecting the target movies in the

instructional manual. Using subtitled appropriate movies was one of the standards that could have assisted students to develop their pronunciation and vocabulary repertoire, especially low achievers, which corresponded to the *Natural Approach* in providing comprehensible input. Using clips and comic movies was another step that may have helped in avoiding boredom, and gave the teacher (researcher) more room for discussion and analysis. Selecting movies based on themes (colors, feelings, travelling... etc) may also have made students take speaking classes with movies seriously not just as fun classes. In other words, the criteria that were followed in selecting movies were so guided and beneficial, which may have resulted in these results.

In the context of gender differences, although observed differences among male and female students' performance across the two groups in the five speaking sub-skills and the overall speaking performance were demonstrated, the main effect of gender and the interaction between gender and the teaching technique were found non-significant. To interpret these results, some justifications can be stated. For instance, female and male students in the experimental group were taught speaking through using movies under similar conditions and based on the same instructional manual. They were also taught based on similar movies following the same stages. Thus, this may have controlled any variables that might have caused any differences between male and female students. Moreover, based on the reviewed literature conducted by the researcher, it can be stated that few studies have investigated gender differences after using English movies in teaching speaking. However, this result may be inconsistent with Tannen (1990), who demonstrated differences between females in terms of the speaking purpose and style they choose and use. Likewise, some differences between males and females were confirmed by Xia (2013) in terms of pronunciation, vocabulary, syntax, manners, attitudes, and non-verbal differences, a fact that was not proved in the current study.

Based on the researcher's observation, it was noticed that students' speaking performance gradually improved, and their positive attitudes towards the teaching technique significantly developed. At the beginning of the implementation, most students (especially girls), for example, were reserved and were rarely engaged in the pre-and post-watching phases. In the first classes, some students (males) kept complaining about the speedy conversations between actors and actresses; however, with consistent exposure to the natural language during the experiment and with the presence of the subtitles, students have accustomed gradually to the speedy

dialogues and started dealing with the whole meaning more than paying attention to mastering specific words, the thing that the researcher kept highlighting. This issue can be explained in the light of the *Natural Approach* since it was recommended that foreign language teachers should not be pushy to elicit language production from their students when they are not ready. Students should be given other options to respond in non-linguistic ways, such as miming and gestures. Thus, when students noticed this improvement, particularly in their pronunciation, fluency, and vocabulary, their engagement in the discussion increased, which reflected a high level of motivation. Therefore, addressing these affective factors during the implementation in the current study might be the main reason behind the gradual improvement in students' positive attitudes. Consequently, their motivation has increased, as the correlation between motivation and attitudes is confirmed in the previous studies (Nath, Mohamad, & Yamat, 2017; Rao, 2018).

As for the gender differences during the experiment, although the statistical results did not show a significant difference between male and female students in the experimental group, the researcher observed more positive attitudes from male students than females. This can be interpreted as male students might have found the teaching technique (movies) as an entertaining and fun instructional material. In contrast, female students were more reserved, especially at the beginning, since they demonstrated a higher level of speaking performance than males in the pre-test. This indicates that using movies in teaching might be more beneficial and appealing for low achievers than high-achiever students, which the *Natural Approach* supported as using movies (acquisition materials) can be more beneficial for beginners.

In brief, as movies can expose students to an authentic language, many factors towards improving foreign language proficiency and speaking performance were achieved during this teaching technique. Through watching movies, students were exposed to contextualized language full of pictures, dialogues, vocabulary, expressions, idioms and culture. Thus, students consciously and subconsciously become acquainted with aspects of the speaking sub-skills through this instructional technique.

Conclusion

Overall, the current study investigated the effect of using movies on male and female students' performance in light of the *Natural Approach* by Krashen and Terrell (1983). Based on the results, it can be concluded that using movies in speaking instruction improved students' speaking

performance, particularly in terms of vocabulary, fluency and interaction, pronunciation, and spoken grammar sub-skills. In addition, there was no effect to using movies as a teaching technique on the interaction between gender and speaking performance. However, based on the researcher's observation, some differences were noticed, especially in students' movie preferences.

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